



The People Behind the Numbers

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Curriculum Area	History and Social Science
Subject Area	World Geography
Grade Level	10 th Grade
Learning Objectives	<ul style="list-style-type: none"> • The student will develop a working definition of “developed” and “developing” countries and test that definition against their research. • The student will be able conduct research using a variety of resources on a given topic. • The student will be able to create appropriate graphs from collected data. • The student will be able to work in a team to create a visual presentation of a complicated issue.
Correlation to the SOL	WG.1, WG.8, WG.12 C/T 12.2, 12.4
Video/Technology Hardware/Software Needed	<p>For class: Multimedia computer Computer Projection System Spreadsheet software (such as <i>Microsoft Excel</i> or <i>ClarisWorks</i>) Presentation software (such as <i>HyperStudio</i> or <i>ClarisWorks</i>)</p> <p>For each team of 4 students: Multimedia computer with Internet connection, connected to a scanner Presentation software (such as <i>HyperStudio</i> or <i>ClarisWorks</i>) Graphic editing software (such as <i>PhotoShop</i> or scanner software)</p> <p>Web Sites: <i>Library of Congress Country Studies</i> http://lcweb2.loc.gov/frd/cs/cshome.html <i>Atlapeia Online</i> http://www.atlapeia.com/ ABC News Country Profiles http://abcnews.go.com/reference/countryprofiles/countryprofiles_index.html <i>United Nations CyberSchoolBus</i> http://www.un.org/Pubs/CyberSchoolBus/</p>

	<p><i>Global Statistics</i> http://www.stats.demon.nl/world.htm <i>CIA World Factbook</i> http://www.odci.gov/cia/publications/factbook/index.html <i>Global Statistics, Xist.com</i> http://www.xist.org/ <i>GeoTeacher:Country Studies Links</i> http://home.att.net/~rmmwms/students/countrystudies.html <i>World Photo Gallery</i> http://www.raingod.com/angus/Gallery/index.html <i>World Music Links</i> http://worldmusic.about.com/musicperform/worldmusic/index.htm <i>Public Domain Music Links</i> http://www.pdinfo.com/link.htm</p>
Materials Required	<p>For class: Reference materials</p> <p>For each student: A copy of the Evaluation Rubric</p>
Procedures/Activities	<ol style="list-style-type: none"> 1. As a class, have students brainstorm potential definitions for “developed” and “developing” countries (may use “underdeveloped” in place of “developing”). 2. Have students then brainstorm some potential statistics about countries that could be used to indicate which category specific countries might be. 3. Divide students into groups of 4 and give each team a list of 8 countries (should be a mix of developed and developing countries). Have them predict which category each of their group’s countries would fit. 4. Using the class computer with projection system, create a spreadsheet with all the countries from all the groups listed as one axis and the various statistics to be gathered as another axis. 5. Have students conduct research using the Web sites listed to find information about their countries (focusing mainly on gathering the statistics identified). 6. As they gather the information have students enter it into the class spreadsheet. 7. After all information has been entered into the spreadsheet come together again as a class and determine what types of graphs would give meaningful information about the status of the countries and the quality of life there. Create the graphs and save them. 8. Have students revise their definitions of “developed” and “developing” if necessary, and list all the studied countries in either one or the other category. Have them compare their predictions for their team’s countries with the actual conclusions drawn by the class. 9. Tell the students that their teams are to create a visual definition of “developed” and “developing” countries, using the graphs created and pictures illustrating life in their group’s countries. They will create a presentation, such as a <i>HyperStudio</i> stack or a <i>ClarisWorks</i> slideshow, for the whole class to view. 10. Each student in each group will choose a role: <ul style="list-style-type: none"> • Picture Master (who will put all pictures from any source, and all the graphs to be used, into one subdirectory or onto one disk, in a format that can be used by the presentation software) • Slide Master (who will handle the technical aspects of creating a presentation, including choosing stylistic elements, transitions, etc., as well as incorporating all of the information from the other team members) • Text Master (who will write and type text for use in the presentation, including opening and closing slides, as well as a bibliography slide)

	<ul style="list-style-type: none"> • Music Master (who will choose royalty-free music and incorporate this into the slide show at appropriate points) <p>11. All students will need to help with research to find appropriate pictures to use. Ask students to cite the sources for their pictures in their bibliography slide.</p> <p>12. After students have created their presentation, have each group present to the class. Students evaluate each other's presentations using the Evaluation Rubric.</p>
Content Assessment	Use student peer evaluations of the team presentations.
Technology Integration Assessment	Use student peer evaluations of the team presentations.
Extensions	<p>History: Students could determine the historical events that have led to the division of the world into "developed" and "developing" countries.</p> <p>Media: Students could manipulate the graphs to show information in such a way as to support the premise "Developing countries are healthier places to live than developed countries."</p>

Evaluation Rubric			
	A	B	C
Content	No errors in text. Wide variety of resources used and cited in bibliography. Pictures are exciting and interesting as well as appropriate. Music is nicely coordinated throughout presentation.	No errors in text. Variety of references used and bibliography is thorough. Pictures are appropriate. Music is well-coordinated with pictures.	Fulfills minimal topic requirements. Text is overall in correct English. Variety of references used. Pictures were generally appropriate. Music was appropriate.
Technology	"B", plus Very exciting and stimulating. Wide variety of techniques used without loss of cohesiveness.	"C" plus: Has 3 more cards/slides. Includes some stylistic variety. Graphics are very clear.	Has opening and closing cards/slides. Additionally, has 6 cards and a bibliographical card/slide. Each card/slide has transitions to the next. Graphics are included.
Oral Presentation	"B", plus Uses original approach effectively. Highly organized. Well rehearsed. Uses vivid, precise language. Ease in delivery techniques.	"C" plus: Interesting. Logical order. Fluid delivery. Clear connections in material. Good use of delivery techniques.	Engages audience. Clear and understandable. Uses appropriate language. Uses limited delivery techniques. Takes equal turns.